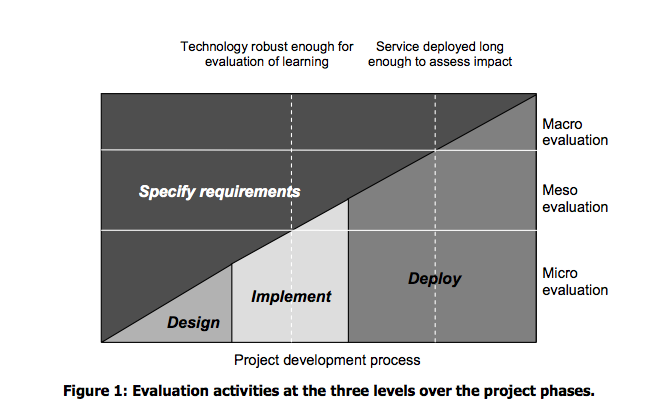
Assignment 3

Mobile learning. Vavoula, G., & Sharples, M. (2009).  
<http://www2.le.ac.uk/Members/gv18/downloads/publicationpreprints/journals/VavoulaSharples-IJMBL09-Preprint.pdf>



Like the framework of Vavoula, G., & Sharples, M. (2009).

Six challenges in evaluating mobile learning:

capturing and analysing learning in context and across contexts,

measuring the processes and outcomes of mobile learning,

respecting learner/participant privacy,

assessing mobile technology utility and usability,

considering the wider organisational and socio-cultural context of learning,

assessing in/formality. P.1

Evaluation framework with three levels: see fig below

micro level concerned with usability,

meso level concerned with the learning experience,

macro level concerned with integration within existing educational and organisational contexts.

Within the frame work Precepts for mobile learning evaluation

The challenges discussed in the previous sections translate into a set of basic precepts for mobile learning evaluation:

P1. Capture and analyse learning in context, with consideration of learner privacy (challenges 1, 3)

P2. Assess the usability of the technology and how it affects the learning experience (challenge 4)

P3. Look beyond measurable cognitive gains into changes in the learning process and practice (challenge 2)

P4. Consider organisational issues in the adoption of mobile learning practice and its integration with existing practices and understand how this integration affects attributes of in/formality (challenges 5, 6)

P5. Span the lifecycle of the mobile learning innovation that is evaluated, from conception to full deployment and beyond (challenges 1-6)

Question I have thought through in *blue italics*

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| --- | --- | --- | --- |
| Template based on Taylor Powell 1996 | Six Steps to Effective Evaluation by JISC (2010) | Template for evaluation plan based on Reeves 2009 Chp 4 p.71 |  |
|  |  | Introduction | *What is evaluation?* – general overview Frechtling/Harvey  *Why evaluate mobile learning?* (Sharples p.2 2009) Mobile learning is not simply a variant of e-learning enacted with portable devices, nor an extension of classroom learning into less formal settings. Recent research has focused on how mobile learning creates new contexts for learning through interactions between people, technologies and settings, and on learning within an increasingly mobile society (Sharples, Taylor, & Vavoula, 2007).)  *How do you evaluate mobile learning?* |
|  |  | Background | *Are there challenges in evaluating mobile learning?*  Learning on the move, informal setting, variable time periods and mixed activities, variety of technologies, ethical problems – outside formal educational settings  *What should you evaluate in mobile learning?*  ‘Evaluation for policy makers needs to provide evidence of learning gains or changes, either through comparison with existing approaches, or by showing how mobile learning can create radically new opportunities, such as linking people in real and virtual worlds. A useful way to approach the evaluation, for any stakeholder, is to address usability (will it work?), effectiveness (is it enhancing learning?) and satisfaction (is it liked?)(Sharples, M. p.3 (2009)  *Could we take all three of these issues or just one perhaps – effectiveness?*  *possible evaluation focus*   * What is the effect of mobile learning on the knowledge, skills and attitudes of learners? * How do learners perceive the effectiveness of mobile learning?   Shaples has some god points on this? P.2Sharlpes2009IssueEvaluatingMobileLearning.png  Also links nicely into Vavoula - Precepts for mobile learning evaluation above |
|  |  | Purpose | *What is the purpose of this guidebook?* |
|  | Clarify Stakeholders and their needs | Audience | *Who is the audience for this guidebook?*  Teacher, learning institute, with little experience to work through a basic guide  *How can you use this guidebook?*  Work through the table i.e. decisions, questions, methods, limitations, logistics, timeline, budget  Do we need a summary guidebook as an appendix for reference |
| Focusing the evaluation | Develop an integrated evaluation plan | Decisions | *What are you going to evaluate exactly?* State 4/5? Key topics –areas to investigate,  *What is the purpose of the evaluation?*  Evaluation framework with three levels: see fig below  micro level concerned with usability,  meso level concerned with the learning experience,  macro level concerned with integration within existing educational and organisational contexts. |
| Design your evaluation instruments | Questions | *What questions will the evaluation seek to answer?*  *What information do you need to answer the questions?*  Indicators, observable evidence  *When is the evaluation needed?*  Manageable timeframe  *What resources do you need?*  Equipment, people, time. Money etc.  *Collecting the information*  *Do you have the permission to conduct the evaluation?*  Permission from parents  *What sources of information will you use?*  Any already available |
| Collecting the information | Gather feedback data | Methods | *What data collection methods will you use?*  Fretchlings list summary of data collection methods with advantages & disadvantages, quantitative, qualitative – depending on the key questions being asked. Taylor-Powell et all has a number of considerations with reference to best methods etc  *Suggested evaluation methods*  *Suggested evaluation instruments*  Knowledge test, performance test, reflective questionnaire, interviews and focus groups |
| Sample | *Which learners, instructors or other people will be involved in the evaluation?* |
| Instrumentation | *Tools to be used, examples in appendix* |
| Limitations | *What data collection procedures will you use and who will do it*  When, where, who collect the data |
| Using the information |  | Logistics | *How will the data you have gathered be analysed?*  *How will the data be interpreted?*  *Who will interpret the data?* |
| Timeline | *Schedule for implementation, analysis and How will the evaluation be communicated and shared?* |
|  |  | Budget | *Not sure if we can comment on this very much?* |
| Managing the evaluation | Analyse and reflect on data |  | *How will you manage the evaluation project?*  *Reflection on original objectivse and if evaluation has done what it proposed to do* |
| Develop and implement improvements |  |  |